



International Perspectives on the Perceptions of Impact of Gaining Fellowship Aligned to the (UK) Professional Standards Framework

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International Perspectives on the Perceptions of Impact of Gaining Fellowship Aligned to the (UK)Professional Standards Framework

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Project Rationale: why do it?

- Number of schemes is growing rapidly
- Majority of fellowships are achieved through schemes
- We are all concerned about *impact*
- The elephant in the room – is there a connection between fellowship and the quality of the student experience

Methodology

- *Questionnaire:* A modified version of the HEA CPD Toolkit evaluation instrument (Kneale et. Al., 2015; PedRio, 2016) circulated to applicants who have achieved a category of fellowship through institutional routes to fellowship 2-3 years prior to the survey.
- *Reflective Commentaries:* Analysis of the quantitative and qualitative data (survey, interview and institutional data on reward and recognition) using a thematic analysis approach
- *Interviews:* with each institution's Learning and Teaching senior manager focussing on key themes that arise from the survey data

Project Institutions:

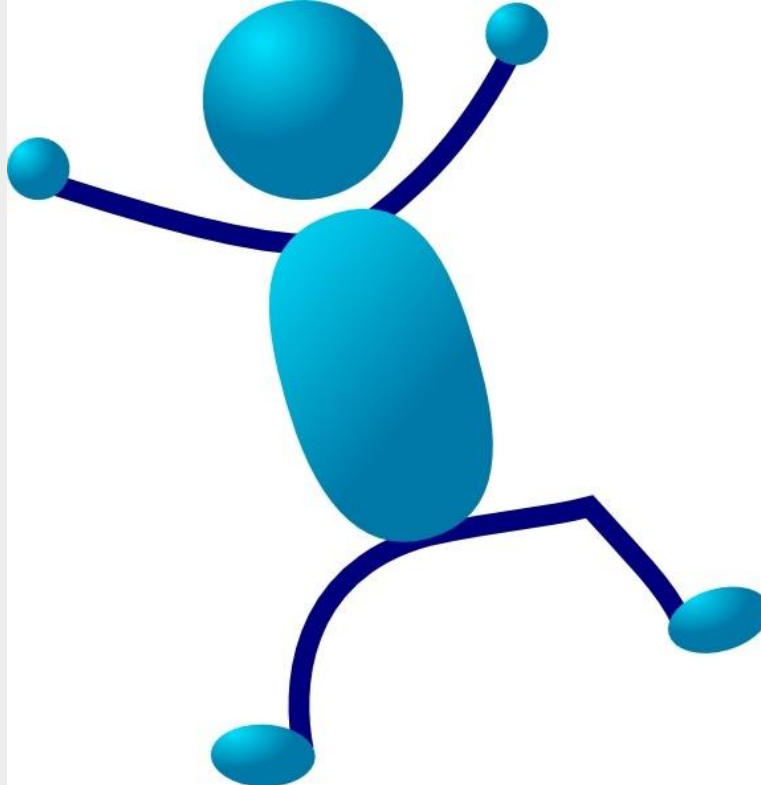
Institution	Nature of Institution
Bath	UK, medium sized 1966 University with a reputation for excellence in teaching and research. The University Strategy sets out a vision to 'be recognised as an international centre of research and teaching excellence' with a mission 'to deliver world class research and teaching'. 16417 students and 1190 academic staff.
York St John	UK, small single-campus university with a church foundation. Its mission is to inspire students and staff to reach their full potential, advance knowledge, and make a positive contribution to the world. 6500 students and 345 academic staff. Currently ranked 3rd in the UK for staff with a teaching qualification.
UCL	UK, central campus in London with strong international links. The top UK university for research strength (REF 2014) and 7th in QS world rankings, UCL has recently committed itself to research-based education throughout its curricula. Around 4,000 teaching staff support around 38,000 students.
Edinburgh Napier	UK, post 92, public university with an international reputation for graduate employability. It provides socially, culturally and economically relevant higher education to people who can benefit from it. 958 academic staff, students > 18,000
Ulster	UK, large distributed pre-92, University mission is academic excellence and civic engagement, 1283 academic staff, students >28000. Top 4 for UK institutions on number of SFHEA
Queensland University of Technology	Australia, large public university with a strategic focus on real world learning and high-impact research. As a multi-campus institution, QUT accommodates an internationally awarded Science and Engineering Centre which incorporates the world's largest digital interactive learning space (The Cube). QUT has 48,000 students and 2,200 fteaching staff.

Participant Characteristics (1) N= 324 (26-33%)

67%
female

48% classified
themselves as
traditional
academics

72% had no
previous
fellowship



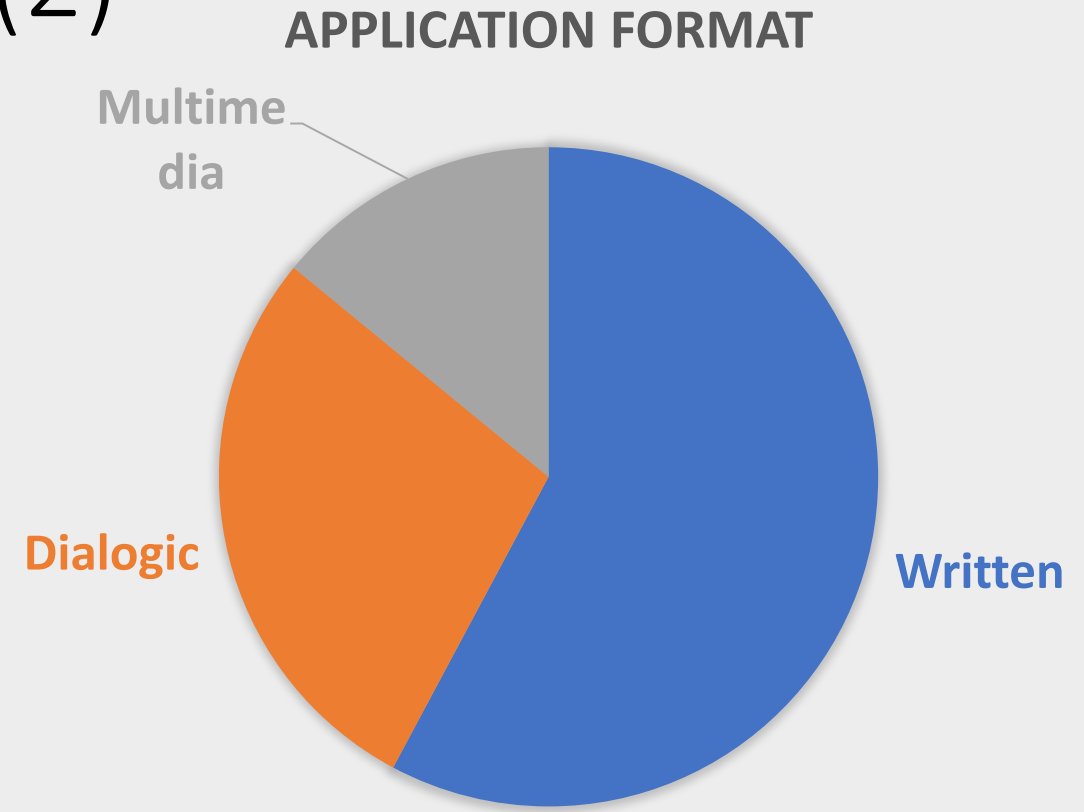
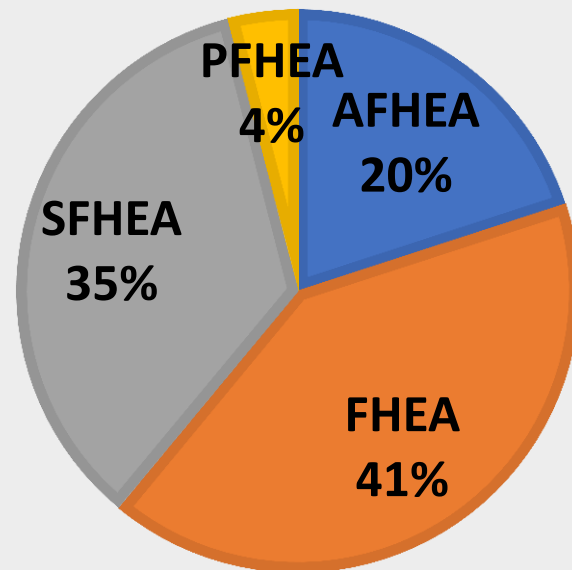
78% had more than 5
years experience in HE

> 20% said they were
not in academic roles

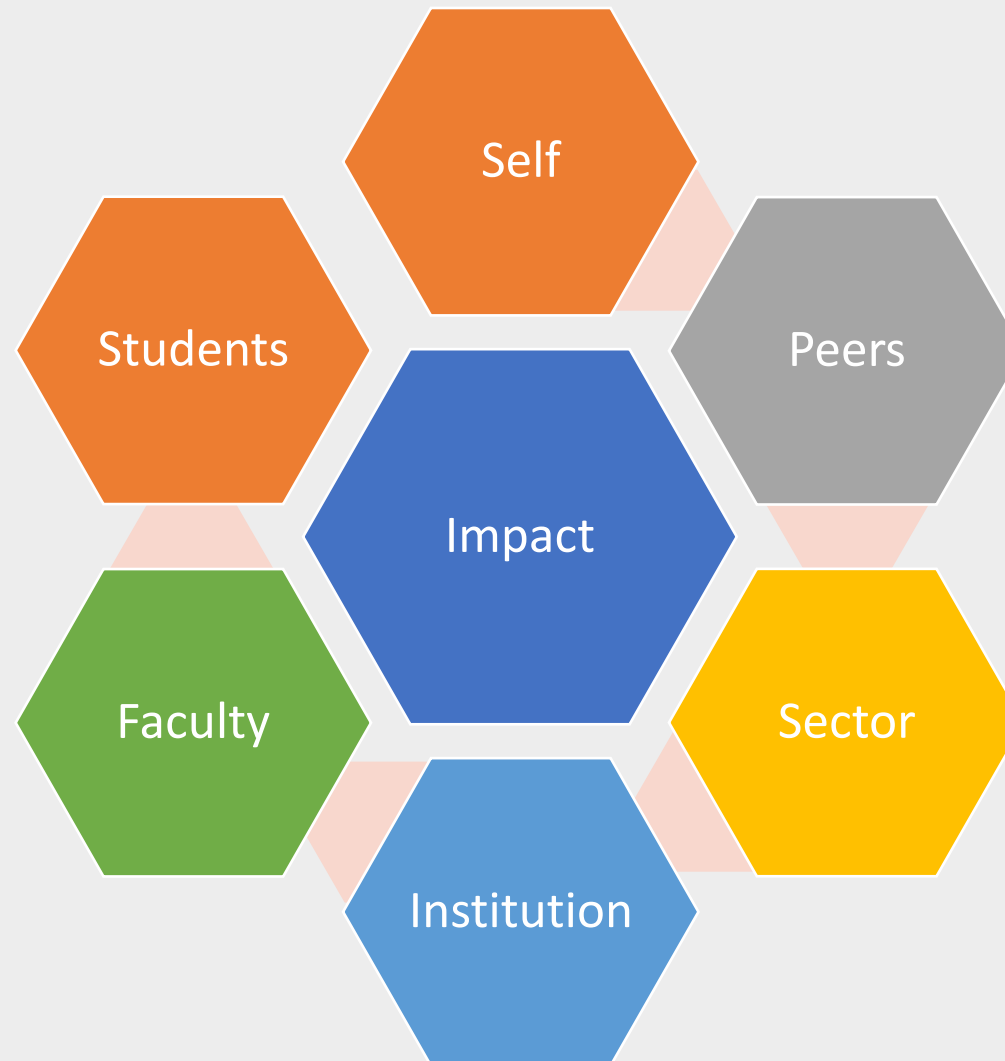
51% gained fellowship >1
years ago , 16%> 2 years
ago

Participant Characteristics (2)

- 69% gained fellowship via an experiential route
- 22% gained fellowship via a taught route



Does gaining fellowship have impact?



A word cloud centered around the word "teaching". The word "teaching" is the largest and most prominent, rendered in a large, bold, orange font. Surrounding it are various other words in different colors and sizes, including "learning", "confidence", "think", "process", "feedback", "fellowship", "now", "same", "different", "reflect", "time", "research", "experience", "enabled", "about", "practice", "really", "students", and "pedagogical". The words are arranged in a circular pattern around the central word, with some overlapping. The colors of the words include orange, green, blue, purple, and red.

learning
confidence
think
process
feedback
fellowship
now
same
different
reflect
time
research
experience
enabled
about
teaching
practice
really
students
pedagogical

Impact on Self:

- 81% A/SA they wanted to **demonstrate** their practice
- 84% A/SA they wanted to gain **recognition** for their practice
- 77% A/SA the process would support them **reviewing** their practice
- 81% A/SA the process would support them **enhancing** their practice
- 86% have **continued to engage** in formal and/or informal CPD
- 78% claimed that the fellowship process **influenced** their L&T approaches

The dialogic experience has enabled me to identify this as an alternative assessment for one of the CPD modules that I deliver

encouraged me to consider my role in a different way, to think beyond the pedagogy of the subject and to think about my relationship with students differently

It gave me a much more thoughtful and informed approach to assessment and feedback

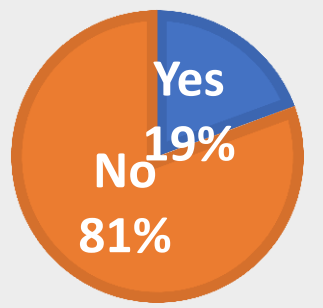
I have increased my use of pedagogical materials in the classroom. Preparing for the dialogue reinforced for me that explaining to students why a certain approach to pedagogy is used helps them to accept and follow that approach and participate more effectively.

Individual Impact	Overall average
The PSF dimensions are embedded in my practice	4.00
I engage with a professional evidence base	4.03
The fellowship process helped me to gain a deeper understanding of my practice	4.08
I continue to reflect on my practice, in the same way, as I did during the prep of my fellowship	4.02
I continue to engage with new areas of learning support and/or teaching activity	4.08

	Overall average
I have changed my view of myself since gaining this fellowship	3.28
Gaining fellowship has increased my confidence in my practice and to strengthen my own identity as an 'academic'	3.37
Gaining fellowship has helped me for me.	3.12
Gaining fellowship has increased my confidence in my practice	3.77

I feel more like a '**proper**' lecturer now (I come from a research background before moving into staff/student development role). I took the PgCert then applied for SF HEA through dialogue route to increase my confidence in my own practice and to strengthen my own **identity** as an 'academic'

Were there any negative consequences of engaging with fellowship



Opportunity Costs

- “time consuming and difficult within the pressures of existing work”, QUT
- “The significant time it takes to apply had impact on the rest of my work (and on my work-life balance”, University of Bath
- “Its all trade-offs. I think I benefitted on balance, my students too. But it took time away from my research.” UCL
- “It was another thing that was added to my extensive workload but seeing as I work around the clock I doubt that anyone noticed.” Ulster
- “It took up time that could have usefully been applied to my real work. It also meant mixing with people who thought this had some value” York St John

Failure

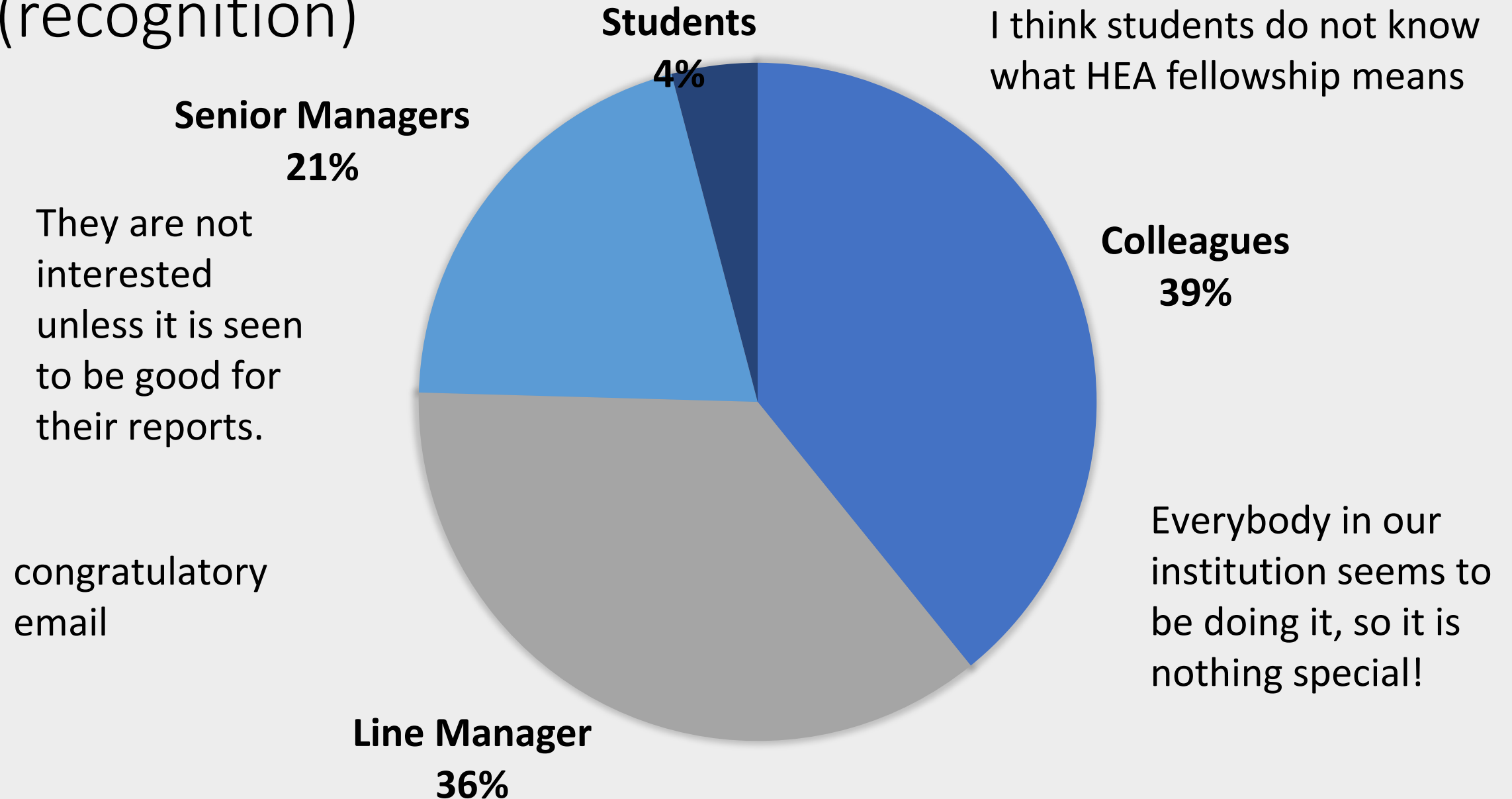
- “I was unsuccessful the first time and that was upsetting for me”, Edinburgh Napier
- “It was brutal” Edinburgh Napier

Pigeon-hole

- “It [to some people] confirmed that I am not a researcher” QUT
- “A significant level of frustration and anger...in particular the need to engage with a particular style of rhetoric, to use specific buzzwords.” Ulster
- “There is still a cohort of more traditional staff who do not see why they should engage with these processes and who think that those who do are wasting their time.” UCL

Impact on Peers/ Department/
Faculty/ Institution

Has achieving fellowship been acknowledged (recognition)



Peers/ Colleagues

- 88% would recommend fellowship to colleagues
- A majority A/SA (4.22) that since gaining fellowship they were willing to support others applying

I have encouraged colleagues to apply for Fellowship and offered to review their applications and make suggestions of their practice that could be included in their applications.

only that I have more confidence in giving my opinion during curriculum development meetings etc.

It has forced me to take the time to reflect on my learning and teaching and, more importantly, to discuss this with my peers

Impact and Influence on Others

Overall Weighted
Average

Gaining fellowship has enabled me to further departmental (local) priorities in T&L

3.12

I have disseminated the learning I gained about the process of applying for fellowship

3.77

I have disseminated the learning I gained about the (UK)Professional Standards Framework

3.26

I have disseminated the learning I gained about approaches to L&T

3.43

Gaining fellowship has led to the emergence of new contacts/networks in L&T for me

3.31

Impact on Students

Students:

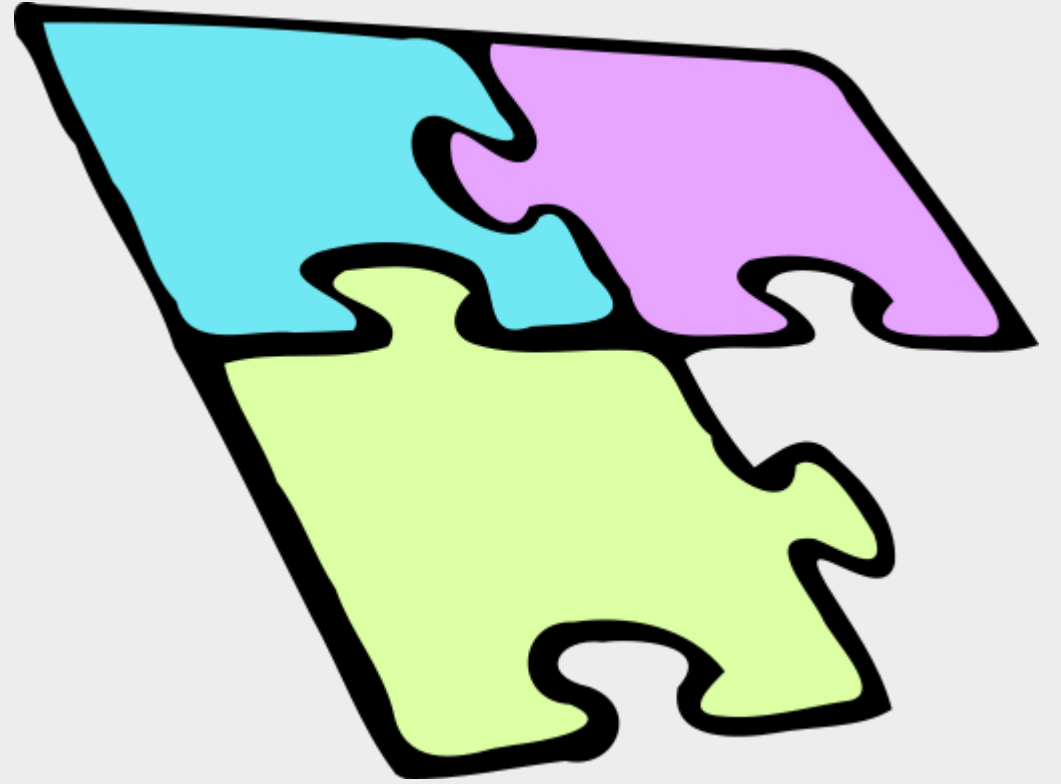
Impact and Influence	Overall Weighted Average
Engagement with the fellowship process has impacted on the learning experience of my students	3.47

Greater reflection brings changes, which have impacted on some of my approaches and therefore on some of my students

Increasingly I explain my pedagogy to the students. This has improved student engagement.

I was encouraged to think about studentship, understanding the question etc., but most importantly, helped me to sympathise with student workloads and deadlines.

Discussion



Where next: Further analysis of data:

- Comparative analysis of quantitative data e.g. scheme vs taught/ different institutions, written vs dialogic.....?
- More detailed analysis of qualitative data – identification of themes
- Development of practice guide based on data
- Publications

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